

PH-903 Ph.D. Teaching Seminar

January 13-24, 2019: 1:00-4:00 pm

Designed by Brooke Lester

Instructor: Débora Junker

Room 208

COURSE DESCRIPTION: The Ph.D. teaching seminar is an opportunity to reflect in a collegial and constructive environment on the vocation of teaching in seminaries and colleges. A core component of the course is engaging and reflecting on practices of teaching and learning in theological education. Our teaching practices are profoundly influenced by our experiences in classrooms, by the research procedures and content of our academic disciplines, by theological convictions and ministerial practices, and by the contexts in which we teach. In turn, teaching profoundly informs scholarship and is the primary context for the work of a scholar.

Class goals include:

1. Reflection on and practicing of the teaching of theology and religion with colleagues and faculty.
2. Practice connecting one's teaching commitments and understanding of an academic discipline in a framing of an introductory syllabus.
3. Initial preparation for serving as a teaching assistant at Garrett-Evangelical.
4. Invitation to become part of the teaching certificate program and to prepare a teaching portfolio to use in searching for a position teaching in colleges or theological education.

TEXTS – Read prior to class Stephen Brookfield, *SKILLFUL TEACHER (Third Edition 2015, if possible)*; G. Brooke Lester, *UNDERSTANDING BIBLE BY DESIGN* (Chapters 1-2); and Lee Shulman “Problem-Based Learning” (on the Moodle class site [site forthcoming]). Also examine the Wabash Center for Teaching and Learning blogs about teaching <http://wabashcenter.typepad.com/my-blog/wabash-center-blogs.html>.

Required

- Stephen D. Brookfield. *THE SKILLFUL TEACHER: ON TECHNIQUE, TRUST, AND RESPONSIVENESS IN THE CLASSROOM*. 3rd ed. Jossey-Bass, 2015. ISBN: 9781118450291. Kindle option for \$14.99
- Charles R. Foster, Lisa E. Dahill, Lawrence A. Goleman, and Barbara Wang Tolentino. *EDUCATING CLERGY: TEACHING PRACTICES AND PASTORAL IMAGINATION*. Jossey-Bass, 2005. ISBN: 0787977446. \$48.00 on Amazon. Digital option for \$8.00.
- G. Brooke Lester with Jane S. Webster and Christopher M. Jones. *UNDERSTANDING BIBLE BY DESIGN: CREATE COURSES WITH PURPOSE*. Fortress Press, 2014. 1451488793. \$24.00 on Amazon. Kindle \$13.49.
- G. Brooke Lester. “Understanding by Design” packet. Available in class and on Moodle (site forthcoming).
- Lee Shulman, “Problem-Based Learning.” In *TEACHING AS COMMUNITY PROPERTY: ESSAYS ON HIGHER EDUCATION*. Edited by Lee Shulman and Pat Hutchings. Jossey-Bass, 2004. Pp. 50-61. 0787972010. Available on moodle (site forthcoming).

- Paulo Freire. *PEDAGOGY OF FREEDOM: ETHICS, DEMOCRACY, AND CIVIC COURAGE*. Rowman & Littlefield, 2000 ISBN:0-8476-9047-4 Amazon Kindle \$10.99

Recommended (Optional reading)

- Eleazar S. Fernandez. *TEACHING FOR A CULTURALLY DIVERSE AND RACIALLY JUST WORLD*. Cascade Books, 2014. ISBN-13: 978-1620321102. \$25.71 on Amazon. Kindle option is \$9.99.
- Linda Nilson. *TEACHING AT ITS BEST*. 2nd ed. Anker Pub Co., 2003. 1882982649.

Electronic Reserve (Will be available on Moodle class site, forthcoming)

- Daniel Aleshire, “The Work of Faculty and the Educational Goals of Theological Schools,” ATS Seminar for Newly Appointed Faculty in Theological Education, October 2010.
- Daniel Aleshire, “The Future Has Arrived: Changing Theological Education in a Changed World,” ATS, May 2011.
- Ernest Boyer, “Scholarship Reconsidered: Priorities of the Professorate,” Carnegie Center for Teaching and Learning.
- Derek Bok Center for Teaching and Learning, Harvard University, “Tips for Teachers: Twenty Ways to Make Lectures More Participatory,” 1992.
- Lynn Weber Cannon, “Fostering Positive Race, Class, and Gender Dynamics in the Classroom,” *WOMEN’S STUDIES QUARTERLY* (#1 & 2, 1990); 126-134.
- Center for Faculty Evaluation and Development, Division of Continuing Education, Kansas State University, “Idea Paper No. 29: Teaching Adult Students,” September, 1993.
- W. Robert Connor, “The Right Time and Place for Big Questions,” in *THE CHRONICLE REVIEW (THE CHRONICLE OF HIGHER EDUCATION)* (from issue dated June 9, 2006). <http://chronicle.com/weekly/v52/i40/40b00801.htm>
- Debra Lee, “What Teachers Can Do to Relieve Problems Identified by International Students,” in *NEW DIRECTIONS FOR TEACHING AND LEARNING*, no. 70, Summer 1997 (Jossey-Bass, 1997); 93-100.
- Lee Shulman, “Problem-Based Learning.” In *TEACHING AS COMMUNITY PROPERTY: ESSAYS ON HIGHER EDUCATION*. Edited by Lee Shulman and Pat Hutchings. Jossey-Bass, 2004. Pp. 50-61. 0787972010

Supplemental – These books are key resources that explore teaching in theological education in seminaries and colleges and universities. They are ones you might consider for your library.

- Daniel O. Aleshire. *EARTHEN VESSELS: HOPEFUL REFLECTIONS FOR THE WORK AND FUTURE OF THEOLOGICAL EDUCATION*. Eerdmans, 2008.
- Robert Benne. *QUALITY WITH SOUL*. Eerdmans, 2001.
- Stephen Brookfield. *TEACHING FOR CRITICAL THINKING: TOOLS AND TECHNIQUES TO HELP STUDENTS QUESTION THEIR ASSUMPTIONS*. Jossey-Bass, 2011.
- Stephen Brookfield and John D. Holst. *RADICALIZING LEARNING: ADULT EDUCATION FOR A JUST WORLD*. Jossey-Bass, 2010.
- James R. Davis & Bridgette D. Arend. *FACILITATING SEVEN WAYS OF LEARNING*. Stylus, 2013.
- David V. Esterline and Ogbu U. Kalu, eds. *SHAPING BELOVED COMMUNITY: MULTICULTURAL THEOLOGICAL EDUCATION*. Westminster John Knox, 2006.

- bell hooks. *TEACHING TO TRANSGRESS*. Routledge, 1994.
- Sondra Higgins Matthaei & Nancy Howell. *PROLEPTIC PEDAGOGY: THEOLOGICAL EDUCATION ANTICIPATING THE FUTURE*. CASCADE BOOKS, 2014.
- Parker Palmer. *COURAGE TO TEACH*. Jossey-Bass,
- Kathleen Talvacchia. *CRITICAL MINDS AND DISCERNING HEARTS: A SPIRITUALITY OF MULTICULTURAL TEACHING*. Chalice Press, 2003. http://www.amazon.com/Course-Syllabus-Learning-Centered-Approach-Anker/dp/0470197617/ref=pd_cp_b_2_img
- Maria Pilar Aquino and Maria José Rosado-Nunes. *FEMINIST INTERCULTURAL THEOLOGY. LATINA EXPLORATIONS FOR A JUST WORLD*. Orbis, 2007.
- Nancy Lynne Westfield. *BEING BLACK TEACHING BLACK: POLITICS AND PEDAGOGY IN RELIGIOUS STUDIES*. Abingdon, 2008.

ASSIGNMENTS AND GRADING: Reading and course assignments are prepared to assist one to serve as a TA and prepare for an academic teaching career.

1. Reading and preparation for class.
2. Participation and leadership in class teaching sessions, as described below; and completion of assignments for class, as listed in schedule, including a presentation on key values embodied in an introductory syllabus.
3. Grading is satisfactory/ unsatisfactory. (All in-class assignments must be completed to receive a satisfactory grade.)
4. *Future tasks with which instructors will assist you*
 - a. A draft of a **teaching portfolio** (feel free to turn any of this in for feedback at the end of class). *A teaching portfolio is being used by many schools for application as well as promotion*. Include the following:
 - b. Brief statement of about teaching in one's academic discipline,
 - c. Draft of a syllabus for an introductory course in one's academic discipline (noting course goals and strategies for evaluation),
 - d. A lesson plan, and
 - e. A brief (1-2 page) review of your classroom teaching noting growing areas on which you will work as a TA with a teaching mentor in your discipline.
 - f. Schedule a conference with the instructor, during the next term or academic year in which one serves as a TA, to discuss teaching (use video if possible).
5. Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

PROJECTED COURSE SCHEDULE

January 13: The Vocation of Teaching: Passion and Learning

1. Reading before class:

- a. Shulman, "Problem-Based Learning," On *electronic reserve* (note the characteristics of learning listed: engagement and motivation; knowledge and understanding; performance and action; reflection and critique; judgment and design; and commitment and identity);
 - b. Stephen Brookfield. *THE SKILLFUL TEACHER* (a transformative book in higher education by award-winning professor of teaching and learning).
 - c. G. Brooke Lester. *UNDERSTANDING BIBLE BY DESIGN* (the book to assist teaching to design classes by "Understanding by Design"). Read chapters 1 and 2.
2. Supplemental reading (*for future as interested*): Davis & Arend, *FACILITATING SEVEN WAYS OF LEARNING* and/or Palmer, *COURAGE TO TEACH* (The major text to initiate rethinking of college and seminary teaching.)
 3. **In class**, we will *explore experiences with teaching and learning* and review *lesson planning* in preparation for a short teaching assignment for *Tuesday* where class members in groups of 2 will teach (in no more than 5 minutes each) self-chosen key elements of teaching from Brookfield, *SKILLFUL TEACHER* (3rd Edition, 2015)
 4. **Observation**. Sometime during January term, if possible, observe a class in your discipline. Consider the goals for teaching and the processes used to achieve these goals.

January 14: Thinking about Learning and Teaching

1. **Reading**
 - a. Stephen Brookfield. *THE SKILLFUL TEACHER*
 - b. G. Brooke Lester. *UNDERSTANDING BIBLE BY DESIGN* (chapters 1 and 2).
 - c. Electronic reserve: Derek Bok Institute, "Tips for Teachers;" (a resource drawn from a university program seeking to affect teaching in colleges and universities, the Derek Bok Center is the teaching center of Harvard University).
2. **Assignment: Teaching practice**. Class members in groups of 2 will present (in no more than 5 minutes each) the key elements of teaching from Brookfield. (*Constructive feedback will be given by colleagues and by instructor.*)
3. **In class**, we will also *begin to understand and practice* some of the key elements of learning by design approach to teaching and learning.

January 15-17: Theological Education and Teaching

1. **Reading for January 9-11**: Read either article on reserve:
 - a. G. Brooke Lester. *UNDERSTANDING BIBLE BY DESIGN*.
 - b. Charles R. Foster, Lisa E. Dahill, Lawrence A. Goleman, and Barbara Wang Tolentino. *EDUCATING CLERGY: TEACHING PRACTICES AND PASTORAL IMAGINATION*.
 - c. Aleshire, ""The Work of Faculty and the Educational Goals of Theological Schools," Aleshire, "The Future has Arrived: Changing Theological Education in a Changed World," Seminaries and the Ecology of Faith;" and/or Connor, "Right Time and Place for Big Questions" (the first two about theological education and the last about college teaching).
 - d. Supplemental: Examine the Center for Universal Learning Design (A national center committed to full inclusion of persons in education. It connects research on diversity and leaning design.)
 - e. Supplemental Reading (*for the future as interested*): Aleshire, *EARTHEN VESSELS* (an inspiring text by the executive director of the Association of Theological Schools about the contributions of theological education); Benne, *QUALITY WITH SOUL* (an outstanding study of Christian liberal arts education); and/or Matthaei and Howell, *PROLEPTIC PEDAGOGY* (an examination of

- teaching in a theological school).
2. **Assignment for January 17: Teaching practice** – Class members in groups of 2-3 will teach (in no more than 30 minutes) one of the classroom pedagogies described in the text, *using a classroom pedagogical approach appropriate to the pedagogy*:
 - a. pedagogies of interpretation,
 - b. pedagogies of formation,
 - c. pedagogies of contextualization,
 - d. pedagogies of performance.
 3. **Faculty panel on the Vocation of Teaching – Thursday, January 10**

January 21: Workshop Day, TBD

January 22: The Student – Learning Styles and Cultural Practices

1. **Reading:** Review Eleazar S. Fernandez. *Teaching for a Culturally Diverse and Racially Just World* (A collections of essays on identity and teaching and the dynamics of difference in the classroom); and two of the following articles on electronic reserve:
 - a. Brookefield, *SKILLFUL TEACHER*, Chp 9.
 - b. Cannon, “Fostering Positive Race, Class, and Gender Dynamics in the Classroom;”
 - c. Lee, “What Teachers Can Do to Relieve Problems Identified by International Students;”
 - d. Center for Faculty Evaluation and Development, “Teaching Adult Students.”
2. **Supplemental Reading (for future as interested):** Brookfield, *TEACHING FOR CRITICAL THINKING: TOOLS AND TECHNIQUES TO HELP STUDENTS QUESTION THEIR ASSUMPTIONS* or *RADICALIZING LEARNING: ADULT EDUCATION FOR A JUST WORLD*; Esterline & Kalu, *SHAPING BELOVED COMMUNITY* (a seminary faculty seeks to understand multi-cultural education); Talvacchia. *CRITICAL MINDS AND DISCERNING HEARTS* (a theological educator’s statement on dynamics of difference in the classroom); and hooks, *TEACHING TO TRANSGRESS* (a powerful statement of transformative learning).
3. **Assignment:**
 - a. Prepare a learning style inventory, to be shared in class.
 - b. A course description (no more than 50 words) with specific course objectives for an introductory course in your field. (Submit by email attachment by 5:00 pm January 14 to brooke.lester@garrett.edu). You might review the Wabash Center for Teaching and Learning for examples of syllabi <http://wabashcenter.wabash.edu/resources>.
 - c. Please also share with a student colleague and faculty member in your discipline.
4. **Faculty panel on dynamics of race, gender, power, & difference in the classroom.**

January 22-24 Preparing to Teach: Integrating Vocation, Scholarship, and Teaching

1. **Topic to be addressed by faculty: Ethics of the classroom**
2. **Recommended reading:** Syllabi on website of Wabash Center for Teaching and Learning <http://wabashcenter.wabash.edu/resources> & Ernest Boyer, “Scholarship Reconsidered: Priorities of the Professorate,” Carnegie Center for Teaching and Learning.
3. **Assignment:** Consult with faculty in your field about constructing an introductory syllabus. Consider the theory/ assumptions for teaching in your field of study and the *expected learning outcomes* of an introductory class.
4. **Classroom teaching practice:** Teach class members about key assumptions of an introductory syllabus in your field. (These teaching sessions will be 15-20 minutes and

Revised November 4, 2019

completed individually. *We will clarify this assignment in the class.*)

- a. nature and key commitments of your field,
- b. key elements of an introductory course, and
- c. how assignments advance learning.

January 23: Faculty panel on dynamics of race, gender, power, & difference in the classroom.